Learning Conversation Notes		
Name of Partner: Arts Council of	Date: February 5, 2007	
Placer County – Paul Peach		
Number of Children Served: 98	Ages: 0 yr (), 1 yr (), 2 yr (),	
	3 yr (15), 4 yr (43), 5 yr (40)	
When Served:	Gender:	Ethnicity:
September 11, 2006-January 22, 2007	48-Male	90 - Caucasian
	50-Female	 African Amer.
		4 – Hispanic
		2 – Asian
		1 – Unknown

Conversation Participants: Don Ferretti, Nancy Baggett, Janice Critchlow, Judy Marston, Paula Peach, Angela Tahti, Cathy Ferron

Outcomes:

- Raise preschool/kindergarten teacher skill, knowledge, and comfort level
 to implement quality music education and movement in the classroom
 *such as increased musical literacy, i.e.: pitch, voice, tempo, beat, and
 connections between music education and child development(so that
 participating teachers include music related activities in their lesson plan
- Participating children demonstrate increased use of musical voice and rhythm
- Independent of the Trainer, teachers who complete the 15 week music program, implement music related activities in their lesson plans

Performance Measures:

- Demographics broken down by age, gender, ethnicity, and when services were provided
- Pre and post program survey and a six month post program survey and a six month post program follow-up phone survey of teachers and participants in the 15 week professional
- High/scope data results from children participating through the Headstart preschools with evidence of students meeting visual and performing arts content, standards and benchmarks
- Anecdotal stories related to outcomes
- Digital photography/videography

What is this data telling us about achievement of outcomes?

There were a total of 98 new students at five sites with a fairly even split between males and females. The data shows that this program is serving predominately four and five year olds. This time the data set included a majority of Caucasian students.

Special Needs Children: there were 2 children eligible for Part B, 52 with no special needs, and 44 unknown. This information was gathered from the teachers in the classes where the music programs are utilized. Definitions of the Part B (619) of IDEA and Part C of IDEA need to be obtained to assist in better

reporting this data. Once Paula has the information she can discuss the criteria with the teachers to better identify children with special needs.

The data set shows that the children being served are predominately from Rockilin, Auburn, and Foresthill.

Pre and Post Surveys: On the pre survey there were mostly 2's and on the post survey there were mostly 3's and 4's. (2 = a few times, 3 = often, 4 = all the time). The data shows that there is modest growth across all questions. Anecdotal responses to the open-ended questions were reviewed (the responses are attached to this report) and the responses show that teachers are feeling more comfortable and confident in implementing the music program. The comments show that both knowledge and comfort level of the teachers are going up. The intent of the teachers in the classes is to continue music in their classrooms independent of Paula's visits. The data supports a degree of improvement in all three of the outcomes. Teachers learn from and appreciate the experiential part of the program in which Paula models music education in their actual classroom.

The pictures showed the children participating along with the teachers. They showed the use of imagination, how the teachers' comfort and skill levels are improving, and that the children are happily engaged. The pictures and the narrative showed the quality of the music curricula and how utilizing the state Visual and Performing Arts Standards assists the teacher in incorporating music into their curriculum.

In what ways will we apply what we have learned from our data?

Paula will continue to check in with teachers throughout the 15-week session to make sure the teacher is comfortable with the music educational level for the classroom being served.

Consider giving priority to sites or classrooms that could most benefit from this music program, especially those with no current music education program.

Next Steps:

First Five staff will clarify Part B and C of IDEA definitions and send out to the partners.

Capture all the zip codes and list in the demographic tool.

Continue to collect data and prepare for a learning conversation or to submit a written report. Also be prepared to provide information for the state annual report.